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ABSTRACT

The Community Action Education Case Management program was developed in Fayette County, Pennsylvania, to provide 50 homeless, undereducated adults and their families with case management services. These services were to include: individual, group, and in-home counseling; advocacy; service coordination; and evaluation. During the program, 58 persons received these services. The majority of participations were 20-29 years old, 86 percent were women, 88 percent were white and 10 percent were black, and 74 percent received public assistance. Domestic violence and eviction were the major causes of their homelessness. During the program, 39 of the 58 students advanced in education, and 8 persons continued in the educational program. Only 3 percent of those who participated in the program needed homelessness assistance again, compared to 43 percent of a general group of homeless persons surveyed. Another positive aspect of the program was the use of peer coaches to assist in one-to-one tutoring and training. Although the program experienced success stories, it also was negatively affected by staff turnover, limited transportation, the clientele served, limited funding, and the termination of the Adult Education for the Homeless program. The case management method of operation can be replicated by other adult education providers working with homeless adult students. (KC)

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**FAYETTE COUNTY
COMMUNITY ACTION
EDUCATION CASE MANAGEMENT**

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Report from fiscal year: July 1, 1989 to June 30, 1990

GRANTEE:

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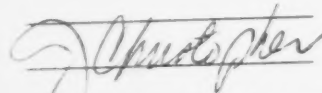
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CHAPTER I

ABSTRACT

Schools throughout history - whether for children or adults- have been mirrors of the societies they have served, reflecting the needs of those societies and responding according to their perceived role in meeting those needs. This role has historically been the education of the members of society - and modern society is no exception. In schools today, the instructional program is central, with other programs serving support roles designed to ensure, as much as possible, the fullest development of each individual's human potential. These support roles include among others, counseling and case management to the entire family unit.

The purpose of the Community Action Education Case Management program was to provide fifty (50) undereducated adults and their families with case management services. These services would include individual, group and in-home counseling, advocacy, service coordination and evaluation. The case management method of operation would be made available to other adult education providers so that a similar program could be replicated for work with homeless adult students.

CHAPTER II

INTRODUCTION

The objective of Fayette County Community Action Agency, Inc. (FCCAA) was to utilize a formalized case management program at the Community Action Education Center to address the needs of fifty (50) homeless undereducated adults in Fayette County. This case management program was an extension of the Adult Basic Education program, which included such components as individual, group and in-home family counseling, assessment of needs, development of Individual Service Plans (ISP's), coordination, monitoring and evaluation of services provided. The program was designed to allow for maximum exposure to education by ensuring that family members were linked with the appropriate support services such as transportation, child care, health services or employment opportunities.

There is a great need for support programs for the homeless in Fayette County. Depressed economic conditions have been rooted in Fayette County since the coal glut of the 1950's, with conditions further deteriorating in the 1980's with the demise of heavy industry. Long dependent upon blue collar work, many undereducated adults found themselves in competition with the educated unemployed persons for low paying, minimum wage jobs. The jobs that were formerly held by high school dropouts are sought after by some with post graduate education.

Fayette County Community Action Agency, Inc., is a multi-service, non-profit agency that assists over 30,000 County residents yearly through health, nutrition, transportation, housing and education programs to secure the opportunities needed for them to become and/or remain self-sufficient. Providing emergency shelter and rent assistance alone does not supply a family with the means to maintain their own home. Without education that leads to increased employability, and case management counseling that address the conditions that contributed toward homelessness, recidivism is likely to occur.

The Community Action Education Case Management program was conducted between July 1, 1989 to June 30, 1990. Several staff personnel were instrumental in the implementation of this program: James Stark, FCCAA Executive Director; Carmelita Clark, Director of Community Services; Jana Veghts, Director of Case Management; Linda Robb, Director of Education; and Bernard Mancini, Case Management Services. The emphasis of this program was to target fifty (50) undereducated homeless adults and their families to provide them with case management services, to maximize their exposure to available educational services and to link them with the appropriate support services.

Permanent copies of this report will be filed for the next five years with the following divisions:

Division of Adult Basic and Literacy Education Programs
PA Department of Education
333 Market Street
Harrisburg, PA 17126-0333

AdvanceE
PDE Resource Center/VEIN
PA Department of Education
333 Market Street
Harrisburg, PA 17126-0333

CHAPTER III

STATEMENT OF THE PROBLEM

The need for support services for the homeless are great in Fayette County. Depressed economic conditions have been prevalent since the 1950's, when the coal industry satiated this county. Conditions further deteriorated in the 1980's with the demise of the steel, mining and manufacturing industries. Despite many well intentioned social welfare and economic development programs, Fayette County remains a victim of depressed economic conditions. Some of these conditions are indicative of the County's chronic economic decline and impede many County residents from maintaining adequate living conditions and facilitate a dependency upon public assistance:

- There can be a two year waiting list for applications Section 8 housing certificates. Application process is activated only occasionally throughout the year.
- Low income housing projects are full and can have a waiting list of up to one year.
- According to the Uniontown Job Center, the unemployment rate is 7.1% in August; however, the annual unemployment rate remained in the double digits throughout the 1980's.
- The median taxable income is \$9,981, 31% less than the State average of \$14,410.
- Illiteracy in Fayette County is estimated to one of the highest in the Nation.
- According to the U.S. Census, the percentage of high school dropouts in Fayette County is 42.2% with 30% not continuing their education past the 8th grade.
- Fayette County has the highest percentage of disabled persons in Pennsylvania with 71.6 handicapped adults per 1,000 in the population.
- Fayette County has very limited public transportation.
- Fayette County's welfare population, as evaluated by percentage of population, is the second highest in the State with 12% of the population (or 18,239 people) receiving cash

assistance. Our food stamp caseload is the highest percentage in the State with 19.5% (or 29,615 people) of the population receiving benefits. Fayette County is number two in medical assistance recipients at 22.9% (or 34,879 people) as compared to Philadelphia at 23.1%. The Fayette County Assistance Office (CAO) distributes cash, food stamps, medical and emergency assistance benefits to approximately 40,000 unduplicated clients, receiving \$80 Million annually in benefits. These 40,000 clients represent approximately 26% of the total population of 155,000 residents in Fayette County.

The above stated conditions encourage displacement and interfere with the congruency of services necessary to improve the quality of life for County residents. Long dependent upon blue collar work, many undereducated adults found themselves in competition with the educated unemployed for low paying, minimum wage jobs. The 1989 Bureau of Labor & Statistics predicts that by 1995, the two top jobs in demand in Fayette County will be janitor and sales clerk. The jobs that were formerly held by high school dropouts will be sought after by some holding post graduate education.

As a direct result of depressed economic conditions, construction and rehabilitation of housing has been severely limited. The 1980 Census revealed that 54% of the occupied housing units were at least one half a century old. Not only are families becoming homeless due to loss of income and consequential eviction, but also families are living in grossly substandard housing, which is also considered to be homeless. Young adults, age 16-22, without an employment history, are equally at a disadvantage in the job market. Many are dependent upon family members or friends for sporadic shelter and support. Emergency shelter and rent assistance alone do not provide a family with the means to maintain their own home. Without education that leads to increased employability, and case management counseling that addresses the conditions that contributed to homelessness, recidivism is likely to occur.

FCCAA proposes that through the use of case management, not only will clients be encouraged to remain in the educational program, but also the individual's related problems that contributed to the family's homelessness will be addressed. By linking individuals with the appropriate agencies to provide support services, the participant will have more time and personal resources to invest in their educational pursuits. In other words, by eliminating a problem that hindered an individual's attempt to educate themselves, that person is more likely to continue adult education studies.

CHAPTER IV

GOALS/OBJECTIVES

The goals and objectives of the Community Action Education Case Management program was to provide fifty (50) undereducated adults and their families with case management to increase adult education enrollment and retention there by increasing life skill and academic levels of persons with a chronic history of displacement.

A second goal was to develop and disseminate to adult education providers, an easily replicated plan to implement a case management program for homeless adult students. This plan will include an evaluation of FCCAA's project and recommendations for variations and future funding considerations.

CHAPTER V

PROCEDURES

Case management is a process of service coordination and accountability assuring that clients of human service systems receive the services, treatment, care and opportunities to which they are entitled. It is a set of logical steps of interaction which assures that a client receives needed services in a supportive, effective and efficient manner. A flow chart of this process is enclosed as Attachment A.

The Community Action Education Case Management program was implemented jointly by members of FCCAA's Education , Case Management and Housing Departments. Case management duties were conducted by a master's level case manager and a housing specialist with a bachelor degree. Supervision was under the Director of Case Management who holds a master's degree in counseling. Educationally, the classroom teacher possessed a bachelor degree and was under the supervision of the Director of Education who has a master's degree as a reading specialist.

The Community Action Education Case Management program utilizes a case management system to facilitate the learning process of homeless adults who are undertaking studies within FCCAA's adult education program. Each client receives five (5) hours of case management services, including individual, group, in-home services and teacher conferences. Upon referral into the educational program, a case worker will meet with the client and his family to begin establishment of rapport and trusting relationship, and to discuss the educational program. This is conducted in the client's place of residence. Home visits allow for a more relaxed, natural setting and permit the case manager to assess family dynamics that may have an effect on the client, acquire more valid information through visual means and foster degree of family support.

With the next client contact, development of an Individual Service Plan (ISP) is initiated. A copy of the ISP form is enclosed as Attachment B. This ISP covers a case history, a needs assessment to ascertain the services that are currently being used and the services that are still needed; and problem identification. Assessment based on the case manager's home visit is also included in the ISP narrative. The problem identification aspect is on-going with the client. The case manager "diagnoses" the client by creating a picture of the client and working with the client on the most appropriate means of assistance. The diagnosis is by physical characteristics, client behavior patterns, self-concept, client's attitude toward peers or authority, information received from the client, and information attained from the referral source. After a diagnosis is completed, the case manager and client begin with problem solving. This is a crucial step in that the problem is stated clearly, all needed information is assembled and alternatives are developed and evaluated. Hence, a specific course of action is jointly chosen and progress outcomes are evaluated. This method provides support to the client to maximize their awareness and minimize their fears. Information and referral is also an on-going process.

A multi-disciplinary approach was also used. Regular meetings were conducted between the education and case management components to review each client's social and educational needs, and to monitor client progress within the various areas according to their Individual Service Plan and their Individual Education Plan. This provided to the teacher and case manager, a more holistic perspective on each client and a tool in which to appropriately deal with the client. This also created an educational forum for both the teacher and the case manager to learn about each respective discipline. The sharing of information appeared to be conducted on an equal basis, with no particular discipline dominating the sessions.

Due to the target population being the homeless, a stabilized living environment was of top priority. The case manager would deal with issues inherent in obtaining and/or maintaining a stable housing situation. Major areas that were covered were budgeting, food and nutrition, tenant/landlord responsibilities, cost reduction methods for energy usage and basic living skills.

The Case Management Project final report will be distributed to the Division of Adult Basic and Literacy Education Programs, AdvanceE, Pennsylvania Directors' Association for Community Action Agencies, and to the Task Force on Homelessness in Fayette County.

CHAPTER VI

OBSERVATIONS

As previously stated, each participant in the Community Action Education Case Management program received at least five (5) hours of case management services, which included individual, group and in-home counseling, and teacher conferences.

Group sessions averaged four persons per session. Some of the common themes that were prevalent were financial constraints due to limited income, limited transportation, marital problems, dealing with substance and/or physical abuse, landlord conflicts and the distractions

at home that impede concentration for studying. As observed by the case worker, two common characteristics subsisted: all the participants in group counseling were unable to define any long-term goals and expressed a lack of self-esteem and confidence. As educational instruction was done on a group basis, the participants had already built a sense of rapport and a level of trust with each other. Sessions were basically small (5 to 15 persons), which facilitated this relationship building. Also, the case manager was known to each participant (due to the home visit and assessment) so when groups were developed, the participants were familiar with all members, including the facilitator. This proved advantageous in that the group was able to discuss issues of concern immediately. The group members were homogeneous to a degree in that they shared some common problems. This served as a cohesive force in getting and holding them together. The heterogeneous characteristics of each participant brought into the group different strengths and perspectives to their common undertaking. The participants used the groups as a self-help, supportive format. They garnered sustenance from each other.

Case worker observations concluded that the basic group setting gave the participants an avenue for social development and interaction. Positive group cohesiveness was noted and interaction among the program participants extended beyond the educational setting and into their personal lives.

Each client received two (2) hours of home visits while active in the case management program. Main areas of concern were financial problems, difficulty in locating permanent housing for those residing in transitional housing, marital problems, landlord problems and dealing with an abusive environment- whether by substance or mental/physical means. These topics were dealt with on an individual basis according to the needs of the family at that time. Problems that effect the whole family can carry into the adult's education and cause the adult

to discontinue their pursuit of an education. With case management intervention, the adults are provided information and/or needed services to help alleviate some of their major perceived problem areas.

The first hour, as previously stated, was devoted to assessment of family dynamics. The second hour of home visits was conducted near the end of the program. This was used as a means of evaluation. During this time, the case manager would review the ISP and the established goals and assess what progress was made toward goal completion. Also, this is an opportunity to provide more information and referral services to the family and, if need be, redefine goals and solutions.

Fifty undereducated homeless adults were targeted to receive case management services, and 58 persons received this service. Some basic characteristics of the participants were graphed to use as a means of comparison as to assimilate an overview of the population served. The characteristics being compared were age, gender, ethnicity, income source and major cause of homelessness. The graphs that visualize these characteristics may be found in Appendix C.

As shown in Graph 1, the majority of participants (41%), were within the age group of 20-29 years.

Graph 2 demonstrates that 86% of the participants were female.

On the characteristic of ethnicity, Graph 3 shows that 88% of the participants were white and 10% were black. This is substantial in that according to the 1980 Census, Fayette County's black population is at 4.5%.

Sources of income, as shown by Graph 4, was 74% via public assistance. Those being employed is shown as the second highest as a source of income.

Graph 5 displays that the major cause of homelessness was due to domestic violence.

Eviction was the second highest cause.

According to the Comprehensive Homeless Report being compiled by FCCAA, 43.2% of the homeless persons surveyed had reported experiencing prior episodes of homelessness. Of the participants in this program who received case management services, only 3% had been threatened by displacement and requested additional housing assistance or faced a homeless situation since participation in the Community Action Education Case Management program. This is considerably less than the survey statistics and can infer that case management had a positive effect in aiding persons to remain self-sufficient and maintain home permanency.

Fifty-eight (58) persons participated in the case management program, and eight (8) persons have continued their educational endeavors since the program was completed. A 13.7% continuation success rate should not be taken lightly. Non-homeless adult learners drop out at an average of between 20% - 30%. Of the 58 participants 67% of the participants advanced in their grade level attainment. For the 0 - 4th grade level, of the two persons, one advanced. In the 5th - 8th grade level, thirty-six (36) advanced. Both participants in the 9th - 12th grade level made advancements in their levels. Two grade level advancements were noted with those who advanced in their respective grade level. Grade level advancements are shown in Graph 6, Appendix D. It may be presumed that through case management intervention, these persons received adequate assistance to develop a positive self-esteem and sense of self-worth for them to connect the benefit of education into their daily living. Also, they are now able to continue toward long range goals and delay immediate gratification, hence an increase in their sense of motivation. Participants have shown their ability to continually access services versus seeking services during a crisis situation. FCCAA will continue to follow-up and track the remaining 86.3% to encourage enrollment into adult education.

Another positive aspect in regards to this program, was the use of peer coaches to assist in one-to-one tutoring and training. FCCAA had obtained a grant from the PA Department of Education to provide adult education and basic living skills training to the homeless. The peer coaches were a support service who assisted the adult learner to remain as needed in the educational program through informal counseling and advocacy. FCCAA feels that this aspect had a considerable influence into the success of this program. Unfortunately, the Adult Education for the Homeless program was terminated March 31, 1990, due to state-wide loss of funding.

Successes through Case Management Intervention

The following are a two of the successes that were a part of the Community Action Education Case Management program.

Melda, aged 34, and her daughter, were first seen by FCCAA's case manager through weekly contact with the Family Abuse Shelter. Melda and her daughter left their home due to alleged sexual abuse toward the daughter by Melda's husband. The case manager began working with Melda on identification of the primary problems and possible solutions. Some of the problems identified were permanent housing, counseling for both Melda and her daughter to deal with the abuse, follow through with legal investigation, and obtaining an education so that she could become more employable to provide an adequate income for her family.

Melda and her daughter were placed in FCCAA's Bridge House, which is a transitional living program that provides a supportive environment while clients are preparing to live independently. Support, information and referrals were made to assist Melda and her daughter deal with the abusive situation at home. Melda began attending FCCAA's Education Center while still at the abuse shelter and continued while residing in transitional living. Due to the problems that she encountered in the home environment, Melda expressed low self-esteem and a poor

self-image. While experiencing educational successes, it was noted that her attitude improved as did her motivation to be self-sufficient without relying on her husband. To date, Melda continues to attend FCCAA's education program, is undergoing therapy through the local mental health facility, and is maintaining her own apartment.

Joe, aged 40 years, came to the adult education program through a friend. Joe was unable to read and had been evicted from his residence. His appearance was very disheveled and his clothes and person had an odor about them. Joe had also admitted to having an alcohol problem. Referrals were made to the local drug and alcohol agency and some Alcoholics Anonymous support groups. Through attendance in education classes and case management support, Joe was provided with an arena to upgrade his socialization skills and improve his basic living skills. Consequently, Joe's appearance markedly improved and he was able to interact appropriately with the other students. Joe is currently residing in a personal care home and is provided assistance in budgeting his finances to cover necessary living expenses and to deal with his history of alcoholism.

CHAPTER VII

LIMITATIONS

Various contingencies have had an effect on the Community Action Education Case Management program. They are as follows: staff turnover, limited transportation, clientele served, limited availability of funding and the termination of the Adult Education for the Homeless program.

During the start-up of the Community Action Education Case Management program, FCCAA experienced some staff turnover within the case management department. Three different case managers were assigned to this program at various times. The change in personnel made it difficult for rapport and a trusting relationship to be established with the

participants. This had a hindrance in the progress with the clients in dealing with their various concerns.

The format of the Adult Education for the Homeless program, as conducted by FCCAA, was via group instruction and interaction. This created a less threatening environment, than regular adult education classes. Also, the classes were smaller, appeared less threatening to the client and contained persons with similar backgrounds. Upon the discontinuation of the Adult Education for the Homeless program, new participants were thrust into regular adult education programming. Even with the case management component, the educational component was less supportive and more individualized. Undereducated adults, pursuing their education, also need to deal with the fear and stigmas associated with being older and attending classes.

Another effect that the discontinuation of the Adult Education for the Homeless program had was that the educational site was relocated. During the program, classes were conducted at FCCAA's Community Service Center in Uniontown where transportation could be provided to the majority of the participants five days a week. Education was also provided on a weekly basis at the shelter sites. Prior to the end of the homeless education program and to aid in the transition into FCCAA's adult educational program, the class site was changed to FCCAA's Education Center in Connellsville. Since the site moved twelve miles away, transportation could only be arranged twice a week.

Limitations need to be noted due to the target population of clientele served. It is understood that the homeless population experience multiple problems more than just their condition of homelessness. The initial contact with potential education participants, is geared towards meeting their immediate needs and providing adequate support systems for all family members. Not all persons are emotionally prepared to enter into an educational setting immediately.

Due to limited funding received for case management services, FCCAA was forced to limit the time allotted to each client. FCCAA was fortunate in the fact the a case management system was already established and could access current funding to augment services.

CHAPTER VIII

CONCLUSIONS

Following are the conclusions of the Community Action Education Case Management program:

1. The goal of providing 50 undereducated adults and their families with case management services was exceeded by eight participants.
2. Basic characteristics of the participants show that the majority were female, white, between 20-29 years of age, income source was through public assistance and the major cause of homelessness was due to domestic violence.
3. Of the 58 students, 39 students advanced within their respective grade level. Those that advanced, had advanced two grade levels.
4. There was a 13.7% continuation rate of program participation.

CHAPTER IX

RECOMMENDATIONS

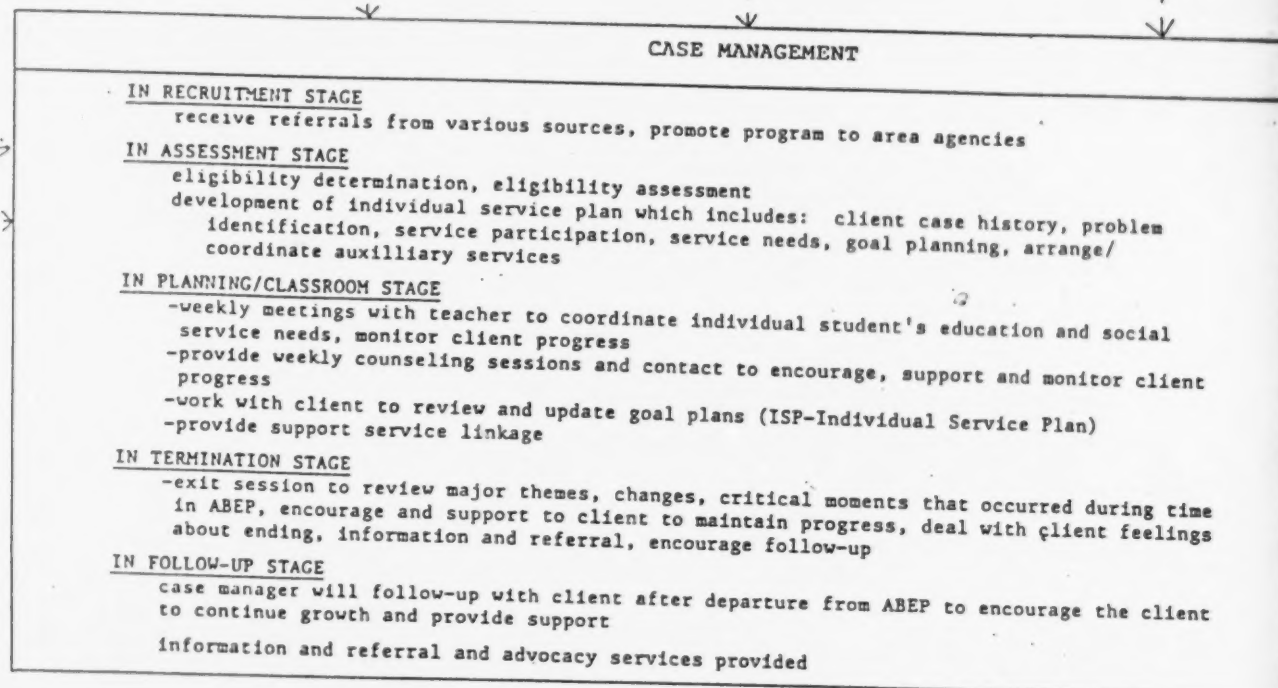
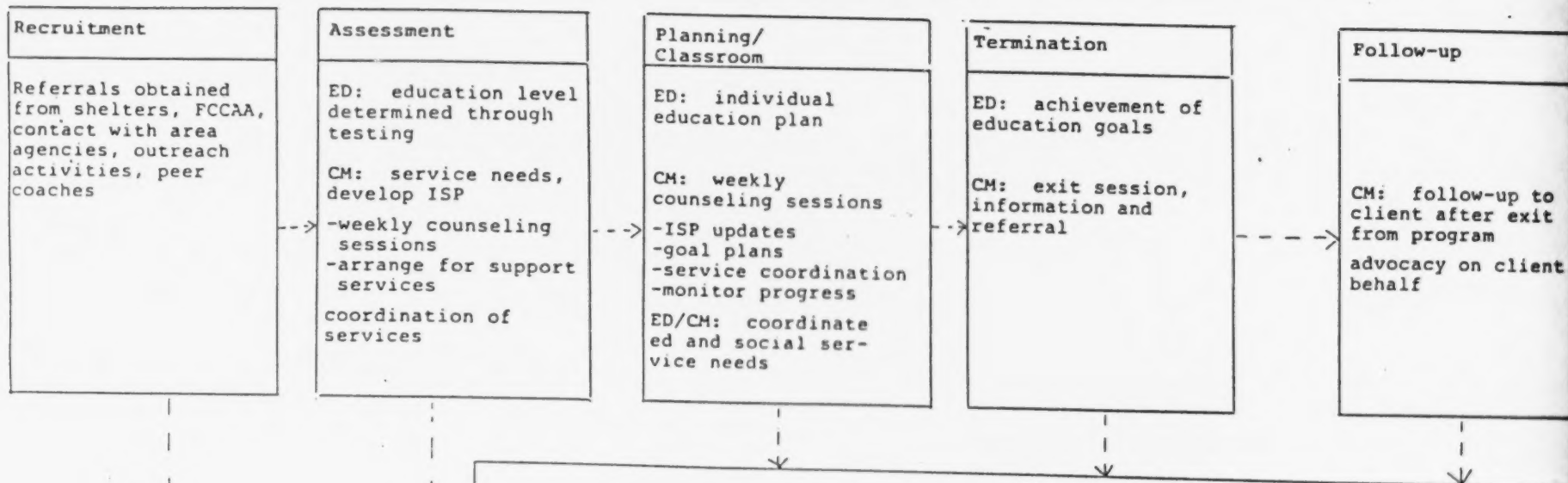
FCCAA recommends that a program such as the Community Action Education Case Management be incorporated into adult education programs throughout the state. The PA Department of Education should investigate possible sources to fund the continuation of this program either through their own funding sources or coordination with other funding sources such as the Department of Public Welfare. By integrating case management and counseling services into adult education programs, FCCAA feels that retention and academic performance will increase for all adult learners, not just the most motivated and problem-free student.

Optimally, case management services should be provided by those trained to provide case management. If the adult education provider does not have access to case management within their agency, then services should be contracted through such agencies as their local Community Action Agency or Mental Health organization that have case management services presently in existence.

During the various conferences and seminars offered by the Pennsylvania Department of Education, specific workshops dealing with case management should be incorporated. This allows educators the opportunity to learn the precepts of case management, either to conduct case management services themselves or to obtain a better understanding of the concepts. Those conducting case management should be professionally trained to understand the roles of advocacy, assessing, planning, coordinating, and evaluating. Skills in facilitating and mediating groups and in interprofessional collaboration are necessary regardless of the case managers main field of practice.

APPENDIX A

FAYETTE COUNTY COMMUNITY ACTION AGENCY, INC.
ABEP: CASE MANAGEMENT PROCESS



APPENDIX B

4

Name of Client:

S. S. Number:

REASON FOR APPLICATION:

INITIAL ASSESSMENT: (describe problems and background information)

ACTION TAKEN:

FOLLOW-UP AND FUTURE CONTACT

DATE OF CONTACT

PROGRESS NOTES (attach additional sheets, if required)

FOLLOW-UP AND FUTURE CONTACT

DATE OF CONTACT

PROGRESS NOTES (attach additional sheets, if required)

SIX MONTH FOLLOW-UP

TWELVE MONTH FOLLOW-UP

TARGET PROBLEMS	check if applicable	Referral Agency (code)
<u>I. FAMILY PROBLEMS</u>		
101. Inadequate parenting skills		
102. Relationships difficulties with partner		
103. Divorce/Separation Issues		
104. Families in transition		
105. Single and/or teen parent difficulties		
106. Lack of or relationship difficulties with extended family members		
107. Physical or emotional abuse of clients, child or other family member(s)		
108. Runaway behavior-child/youth		
<u>II. PROBLEMS WITH BASIC DAILY LIVING SKILLS-</u>		
201. Lack of or inadequate self-care skills		
202. Lack of or inadequate household maintenance skills		
203. Lack of or inadequate social skills		
204. Lack of or inadequate money management skills		
<u>III. DEVELOPMENTAL PROBLEMS</u>		
301. Inadequate self-image		
302. Negative Peer influence		
303. Lack of available social support-family, neighbor, church		
304. Inadequate communication skills		
<u>IV. EDUCATIONAL PROBLEMS</u>		
401. Low functioning or intellectually impaired		
402. Inadequate academic skills		
403. Lack of or inadequate educational opportunities (past or present)		
404. School truancy		
<u>V. PHYSICAL/EMOTIONAL PROBLEMS</u>		
501. Physical health problems and disability		
502. Emotional problems and/or disability		
503. Drug and/or alcohol abuse by client or family member(s)		
504. Inability to care for self due to physical and/or emotional problems		
505. Undesirable environment/neighborhood		
<u>VI. INCOME/EMPLOYMENT PROBLEMS</u>		
601. Lack of or inadequate income		
602. Unemployment or underemployment		
603. Need for training or retraining		
604. Poor job performance		
605. Lack of or inadequate assistance/guidance in locating a job		
606. Lack of day care (child/adult) limiting employment of parent(s) or caretaker		
607. Lack of transportation to seek and/or maintain employment		

CODE

COMMENTS

<u>VII. PROBLEMS WITH BASIC MATERIAL NECESSITIES</u>		
701. Poor eating habits		
702. Inadequate food supply		
703. Substandard housing		
704. Lack of household appliances and/or furnishing		
705. Landlord/tenant conflicts		
706. Lack of permanent housing		
707. Need for emergency housing		
708. Lack of barrier-free housing for the physically handicapped		
709. Lack of inadequate or inability to pay for necessary utilities		
710. Inadequate clothing		
711. Fire or disaster victim		
<u>VIII. LEGAL PROBLEMS</u>		
801. Divorce/Separation Issues		
802. Child custody/Child support issues		
803. Discrimination/personal rights violations		
804. Law suits		
<u>IX. PROBLEMS IN ACCESSING NEEDED SERVICES</u>		
901. Lack of transportation to access needed services		
902. Lack of, incomplete or faulty information needed to access needed services		
<u>X. OTHER PROBLEMS</u>		

903. Lack of recreational opportunities		

ABOVE CODE

COMMENTS RELATED TO TARGET PROBLEMS IDENTIFIED ABOVE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

III. SERVICE PLAN AND OUTCOME EVALUATION

TARGET PROBLEM (CODE)	LEVEL OF FUNCTIONING				REFERENCE AGENCIES (CODE)	CLIENT TASKS	COMPLETION OF TASKS		FOLLOW-UP DATE	
	1	2	3	4			YES	NO	6mo.	1 yr.

I am in agreement with the above plan of action:

Client(s) Signature(s)

Date

Level of Functioning

- 1 = Not a problem
- 2 = Low risk
- 3 = Moderate, at risk
- 4 = Most serious

30

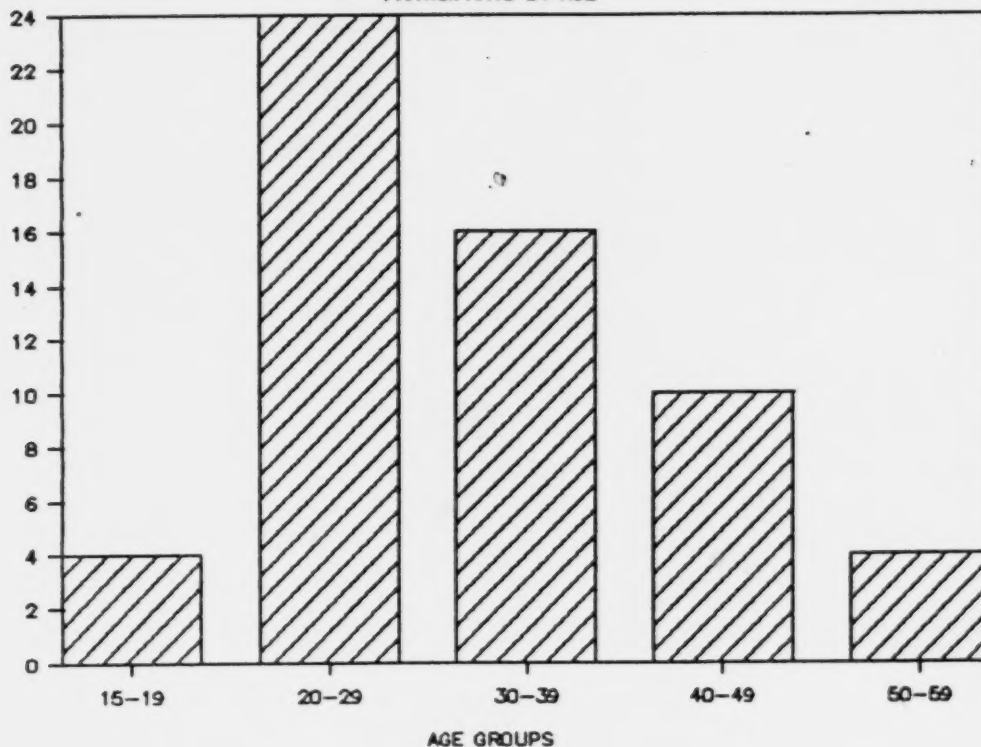
Staff Member's Signature

31

APPENDIX C

COMMUNITY ACTION ED. CASE MANAGEMENT

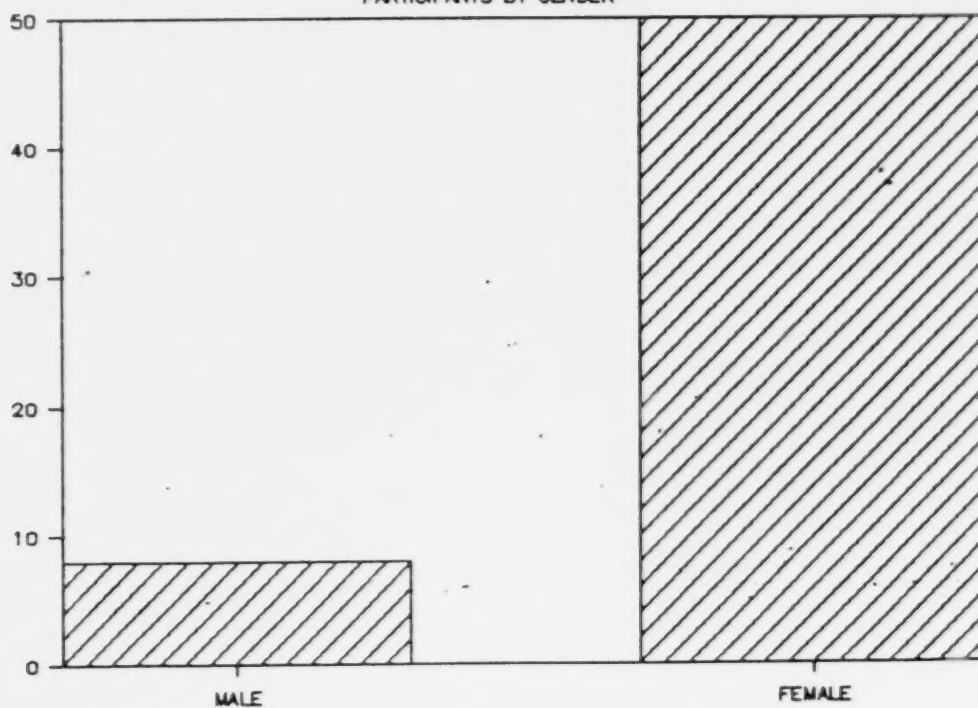
PARTICIPANTS BY AGE



GRAPH 1

COMMUNITY ACTION ED. CASE MANAGEMENT

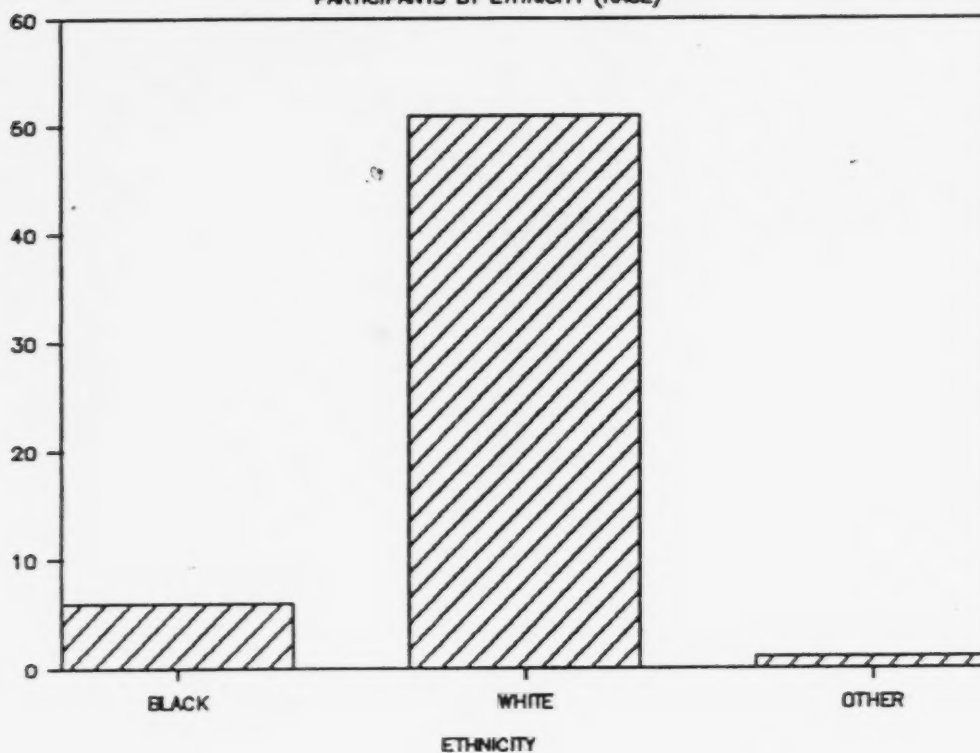
PARTICIPANTS BY GENDER



GRAPH 2

COMMUNITY ACTION ED. CASE MANAGEMENT

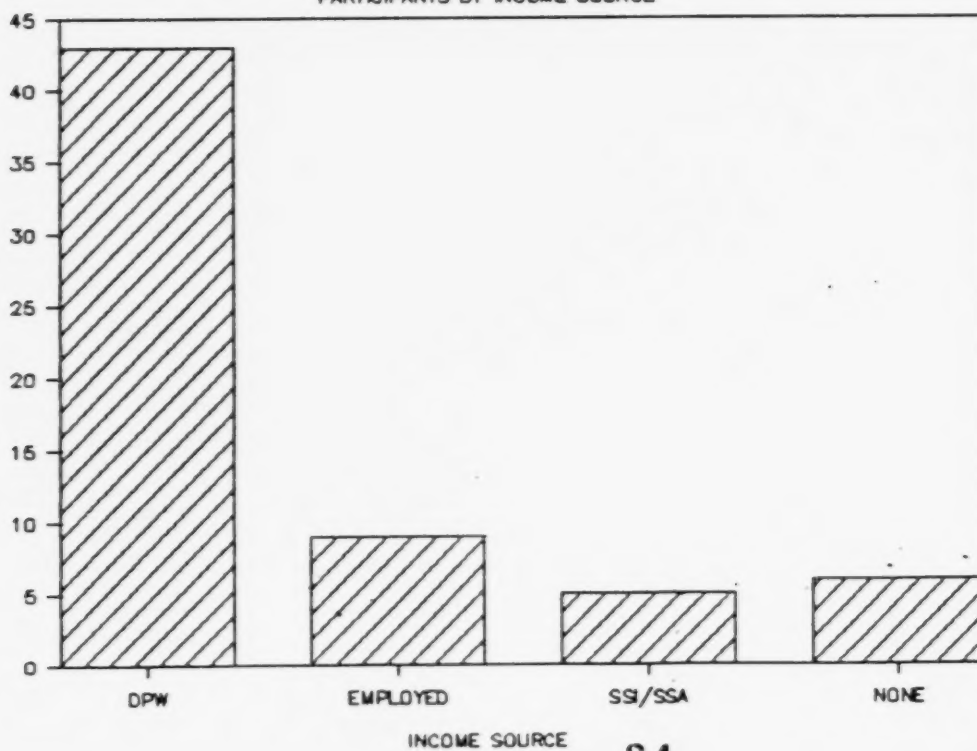
PARTICIPANTS BY ETHNICITY (RACE)



GRAPH 3

COMMUNITY ACTION ED. CASE MANAGEMENT

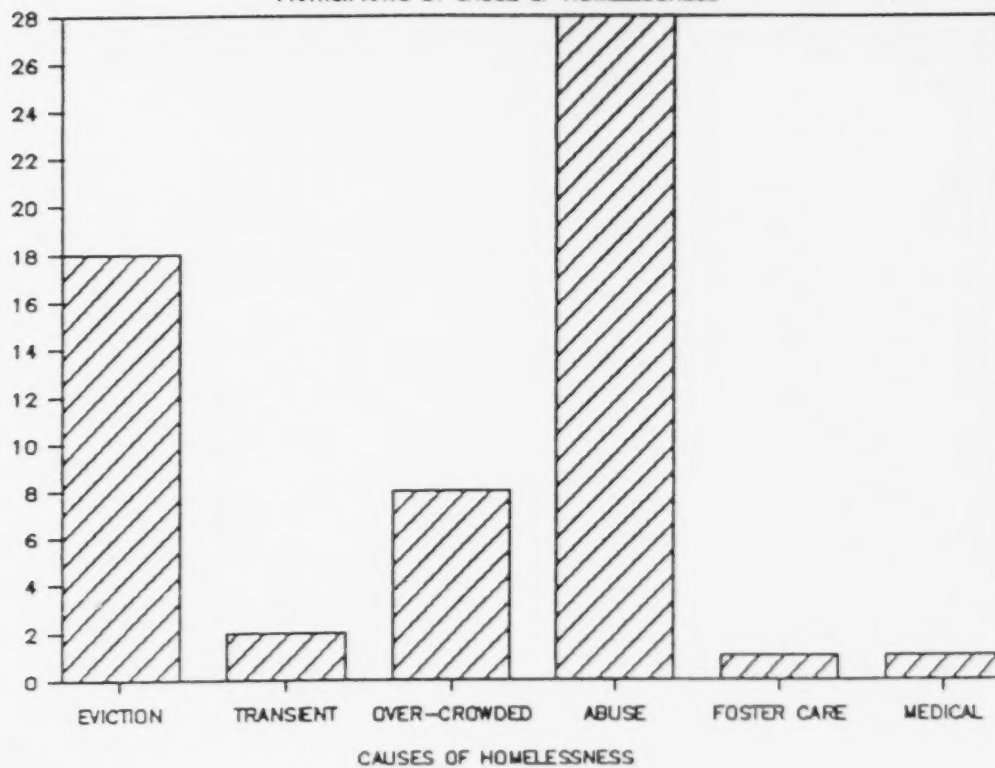
PARTICIPANTS BY INCOME SOURCE



GRAPH 4

COMMUNITY ACTION ED. CASE MANAGEMENT

PARTICIPANTS BY CAUSE OF HOMELESSNESS



GRAPH 5

APPENDIX D

COMMUNITY ACTION ED. CASE MANAGEMENT

PARTICIPANTS BY GRADE LEVEL

